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AUTHOR Goldinher, Martin
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ABSTRACT

The Beginning Teacher Program in the Dade County Public Schools, Florida was developed to facilitate beginning teachers' attainment of specific generic teaching competencies through supervised support for a full school year. This report examines how many mandated and other procedures in the program were implemented and to what extent the teaching performance of beginning teachers had improved. Evaluation activities included interviews with a random sample of beginning teachers and their support team members, survey of participants on the utility and impact of training and orientation activities, and interviews with the program staff. Findings on the implementation and impact of the program are analyzed, noting areas of success and recommending remedial steps for some problematic areas. Specific recommendations are made for continuation of current efforts and procedures used to improve program management and operations. Data from the evaluation are presented in 11 tables contained in an appendix. Also appended are the generic competencies lists, interview questions for progam participants, and the beginning teacher and peer teacher questionnaires. (JD)

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DADE COUNTY PUBLIC SCHOOLS

EVALUATION OF THE 1984-85

BEGINNING TEACHER PROGRAM

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EVALUATION OF THE
1984-85 BEGINNING TEACHER PROGRAM

Principal Evaluator/Author: Martin Goldinher

DADE COUNTY PUBLIC SCHOOLS
Office of Educational Accountability
1450 N.E. Second Avenue
Miami, Florida 33132

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EXECUTIVE SUMMARY

The 1984-85 school year marked the third year of the Beginning Teacher Program (BTP) implementation within the Dade County Public Schools. One of the requirements for regular teacher certification in the State of Florida is completion of the BTP, which certifies that a beginning teacher (BT) has successfully demonstrated each of twenty-three generic teaching competencies. These competencies may be classified within the general categories of communications skills, administrative skills, and interpersonal skills. The program facilitates the beginning teachers' attainment of these competencies by providing supervised support for a full school year. Details of the program's operational requirements and the nature of the program services appear in State Board rule 6A-5.75. In summary, this rule specifies that support is provided for a full school year by a support team which consists, minimally, of a building-level administrator (BLA), peer teacher (PT), and one other professional educator (OPE).

Between August 1984 and January 31, 1985, approximately 954 teachers were hired by the Dade County Public Schools. Of these, 216 were carryovers from 1983-84 and completed the program between August 28, 1984 and March 30, 1985; and 154 BTs satisfied the exemption criteria for previous teaching experience. As of April 5, 1985, a total of 584 BTs remained in the program. Of this total, 260 were expected to complete the BTP by June 1985. The BTs were distributed among 210 work locations.

The purpose of the 1984-85 BTP evaluation was to determine the extent to which mandated and other appropriate procedures were implemented and to determine the extent to which the teaching performance of beginning teachers on major assessment categories had improved during the school year. Numerous evaluation activities were conducted for the purpose of obtaining relevant data on project activities and outcomes. These activities included the following: (1) interviews with a random sample of beginning teachers and their assigned support team members; (2) survey of a sample of full year program participants for the purpose of assessing the utility and impact of training and orientation activities on BTP participants; and (3) interviews with staff from the BTP and Office of Personnel.

Data obtained from evaluation activities form the basis for the following findings regarding the Beginning Teacher Program:

1. Considerable progress was made by project staff towards the implementation of four of the five 1983-84 evaluation recommendations to improve the program. Action on the unaddressed recommendation was not warranted due to a change in the BT definition. It was concluded that many of the improvements in the operation of the 1984-85 program are the result of the commitment of program staff to improvements and the effective utilization of the evaluation in program management.

2. At the majority of sites in which interviews were conducted, the major components of the program were implemented appropriately and as mandated. Specifically, training and orientation procedures were implemented for the purpose of providing an overview of program purposes and procedures. Most participants indicated that information relevant to the effective implementation of the program was communicated in the training and orientation

activities. In cases where additional information was needed, sufficient direction was usually given by BTP project personnel.

3. In the majority of cases, beginning teachers were assigned support teams within a reasonable amount of time following their employment date. The support process generally involved each of the support team members.

4. Overall, BTP participants and support teams members indicated that due to BTP participation, BTs improved significantly in all TADS assessment areas. The largest improvements were shown in the categories of classroom management, preparation and planning, and techniques of instruction.

5. Almost all special subject area BTs surveyed felt that the training activities were not relevant for them. Also, a substantial percentage of non-special subject area BTs indicated that the orientation and training tapes needed to be updated and improved.

Although findings are generally positive, some areas remain problematic. One problem identified from interviews of program staff related to delays and changes in BT identification and current status. Until a single definition of the BT has been in effect for a succession of years, there will continue to be delays in determining the eligibility of some teachers. However, improved communication between all departments which interface with BTP participants could result in more uniformity and consistency in the dissemination of information to perspective BTP participants.

Concerns identified by program participants were related to the time and paperwork requirements of the program, training activities that lack relevancy for special subject area teachers/personnel and a need for improvement in the orientation and training tapes. Problems will always be associated with a program to some extent, regardless of the length of its operation. The nature and severity of the first two problems are not such that the overall effectiveness and impact of the program are restricted.

The third concern--improvement and revision of training and orientation tapes for BTs--may have merit. In order to keep adequately informed of continually changing procedures and laws affecting BTs and educational policies in general, the updating and revision of BTP training/orientation resources seem perfunctory. It is also apparent that general training and orientation information will not always be germane for certain types or categories of BTP participants in speciality areas, due, in large part, to the myriad of skill areas and abilities required to provide a comprehensive educational program for all students in a metropolitan area. The provision of training and orientation activities for each special subject area participant would be cost prohibitive, given the current operating budget.

Due to effective linkage between the evaluation of the program and program development, no major needs for improvement were identified. Consequently, recommendations to eliminate significant problems are not warranted at this time. Albeit some problems exist, their severity do not tend to impede the operations and overall effectiveness of the program. These, too, will eventually be resolved, given the ongoing involvement and commitment of program managers to improve the operations of the program. The findings of the study support recommendations for continuation of current efforts and procedures used to improve program management and operations. Specific recommendations are:

1. Identify and implement an effective strategy to improve the communication network and cooperation between all departments interfacing with beginning teachers and the BTP office. This effort would provide information to the BTP office that could facilitate the efficiency of the BTP. Specific information required for optimal BTP program operation should be provided to the selected departments by the BTP office.

2. Identify and implement procedures to improve the integration and utility of information provided by the various departments to the BTP office. The appropriate integration of information would obviate the needless duplication of functions performed by other departments.

3. Improve and update the orientation and training tapes to reflect current changes in procedures, laws, and criteria for BTP participants. These updated tapes should also emphasize and explain more adequately the terms that were indicated to be somewhat abstruse by a percentage of respondents.

4. Continue the periodic monitoring of support teams to ensure that teams maintain an optimal level of functioning. This should include a review of portfolios and verification of the existence and appropriateness of written professional development plans.

5. Continue the procedures that have been implemented to inform and update participants about the BTP during the school year.

6. Investigate the feasibility of providing new hires, at time of hiring, a listing detailing the eligibility and exemption criteria for satisfying BTP requirements.

INTRODUCTION

Purpose and Goals

Among the prerequisites for regular teaching certification in the State of Florida is the participation of a teacher in a year-long Beginning Teacher Program (BTP). The BTP has as its major goal the development of highly skilled and competent teaching professionals. This is accomplished through a formalized program of support, training, and documentation of generic teaching competencies (Appendix C) for beginning teachers (BTs).

Emphasizing the development of pedagogical skills, the program is designed (1) to assist BTs in their continuing professional development and (2) to ultimately impact students' learning by providing a set of supervised support services for teachers in their first year of teaching in Florida. Supervised support, feedback, and training are regularly provided to the BT by a team of experienced and competent educators, referred to as the support staff. This assistance is intended to facilitate the continuation of the BT's professional development and to increase the BT's success in the demonstration of the generic competencies.

Beginning Teacher Definition

Originally, the BT was operationally defined as a teacher who held a bachelor's degree, or equivalent vocational temporary certificate, and who did not have three full years of successful out-of-state teaching experience within the last ten years, in increments of not less than one full year (Rule 6A-5.75, Florida Administrative Code). During 1984-85, the BT was operationally redefined as a teacher holding a bachelor's degree temporary certificate, or equivalent vocational level temporary certificate, and who had not completed the BTP. The term "teacher" includes any person for whom Department of Education (DOE) certification is required as a prerequisite for employment, including such persons as school psychologists, visiting teachers, social workers, counselors, media specialists, and speech therapists.

The BTP is required for any teacher without a regular teaching certificate with less than one full school year (180 days plus pre and post planning activities) experience as defined in Section 228.041(16), Florida Statutes, or who has not demonstrated successful performance using a DOE-approved instructional personnel performance evaluation system (TADS) within the first 90 days of employment.

Criteria For Program Completion/Exemption

A teacher with a minimum of one full year of successful teaching experience may satisfy the requirements of the Florida BTP by demonstration of successful performance as described in Rule 6A-5.75(5)(a), Florida Administrative Code. Successful teaching experience must be documented by a notarized statement from the chief administrative officer of the school district or non-public school in which the experience was acquired.

Successful completion of the program is determined by the demonstration of twenty-three generic teaching competencies, participation in the program for a full school year, and recommendation for certification by the district superintendent. Of fifty-two major competencies that were submitted to a broad sample of Florida teachers, these twenty-three were given the highest rating of importance in the practitioners' day-to-day teaching activities. These competencies appear in Appendix C.

Program Implementation

In its efforts to improve the quality of its educational system, the State of Florida began implementation of the BTP on July 1, 1982. The 1984-85 school term marked the third year of BTP implementation within the Dade County Public Schools.

Between August 1984 and January 31, 1985, approximately 954 teachers were hired by the Dade County Public Schools. Of these, 216 carryovers from 1983-84 completed the program between August 28, 1984 and March 30, 1985; and 154 BTs satisfied the exception criteria for previous teaching experience. As of April 5, 1985 a total of 584 BTs remained in the program. Of this total, 260 were expected to complete the BTP by June 1985. The BTs were distributed among 210 work locations.

Procedures for implementation of the program in Dade County have been specified in the District's 1984-85 DCPS Plan for the Florida BTP. The program included, but was not limited to, the criteria set forth in Rule 6A-5.75(4), Florida Administrative Code (FAC). The major operational features and mechanisms for assisting the BTs are briefly discussed below.

Support Staff. Upon establishing that a newly hired teacher meets the BT eligibility criteria, a support team is assigned to assist the teacher. The support staff must include a peer teacher, a building-level administrator and at least one other professional educator. Team members are defined as follows:

1. Peer Teacher (PT) - An experienced teacher who holds a valid regular certificate and teaches at the same level, in the same subject area, or in the same service area as the BT. This teacher shall possess the special knowledge and competencies needed to provide adequate support for the development of BTs.

2. Building-Level Administrator (BLA) - A certified school-based administrator. The school principal usually serves in this capacity.

3. Other Professional Educator (OPE) - A professionally trained and experienced individual. This may include, but is not limited to, teacher education center directors, staff development specialists, curriculum directors, instructional supervisors or specialists, college or university teacher educators. During 1984-85 an assistant principal usually fulfilled the role of the other professional educator.

The support staff is formally assigned the responsibility of providing direct supervised support services. This support is designed to enhance the performance of the BT through observation and through the provision for corrective feedback and training activities. The responsibilities of individual support staff members in the provision of supervised support to the BT are depicted in Figure 1.

Professional Development Plan. To assist in the improvement and the demonstration of acceptable teaching performance, a professional development plan (PDP) is formulated for each BT after the teacher's first observation. The PDP is the specification of target competencies (identified on the basis of information provided by the formative evaluation) and training activities needed to

improve performance on the competencies. The plan is developed by the support staff with the knowledge and participation of the BT.

Portfolio. The BTP requires the maintenance of a portfolio for each BT. The portfolio includes any documentation of support team efforts and documentation of the BT's performance. Among the portfolio contents are the PDP, the results of teacher's formative evaluation(s), and the results of summative evaluations.

Evaluation. Evaluation activities in the BTP are of two types -- formative and summative. Formative evaluation is the ongoing performance assessment of the BT. Summative evaluation is the process of determining the successful demonstration of minimum essential competencies. This component includes the observation instruments and procedures used in the assessment of competence.

During the 1984-85 school year, BTs were assessed using the Teacher Assessment and Development System (TADS). The system includes, but is not limited to, performance indicators that measure the 23 generic competencies. TADS measures specific performance indicators in each of the following categories: Preparation and Planning, Knowledge of Subject Matter, Classroom Management, Techniques of Instruction, Assessment Techniques, Teacher-Student Relationships, and Professional Responsibility. Measures of the first six categories are obtained in the classroom through direct, systematic observation procedures. TADS categories were cross-referenced with each of the generic competencies.

DESCRIPTION OF THE EVALUATION

Indepth studies of program operations and program impact on teacher performance were conducted in the two previous evaluations of the project. For this, the third year of program operation, the evaluation focused upon concerns identified in the 1983-84 evaluation and issues of interest to program staff. These issues and concerns included (1) the type of training received by program participants, (2) program impact on participants, and other information representing a broad range of topics related to the program processes and outcomes.

Questions were investigated in order to assess the nature and appropriateness of activities and procedures which related to orientation/training, effectiveness of support team activities, assessment of the beginning teacher, and overall program efficacy.

The tasks outlined in the preceding paragraphs allowed the evaluator to generate responses to the following questions:

a. To what extent were recommendations made in the 1983-84 evaluation report implemented in the 1984-85 program?

b. To what extent are major components of the program being implemented in the district?

c. To what extent are Beginning Teachers (BTs) being given appropriate assistance by the support team?

d. To what extent are BTs and support team members receiving appropriate training?

e. To what extent are training procedures effective in preparing BTs and support team members for participation in the BTP?

f. What is the extent, nature, and impact of remediation activities?

g. Do different subgroups of BTs have differential success rates?

h. To what extent can patterns be noted among BTs who exit the program prior to completion?

i. To what extent are program participants satisfied with the program and perceive the program to be effective in improving teacher performance?

Interviews

Information regarding participants' perceptions and opinions regarding program implementation and impact were obtained via interview with a random sample of BTs and each of their assigned support team members (i.e., PT, OPE, and BLA). Interviews were conducted with each individual participant and support team member during March-April, 1985.

Although a different set of interview questions was developed for each type of participant, many of the questions were duplicated for participants in cases where responses to specific items were to be compared across groups. Interview questions appear in Appendix D through Appendix G.

A thirteen percent (13%) random sample (N=20) of beginning teachers was selected from which to obtain interview data. These participants were selected from the population of beginning teachers who were enrolled into the program during August-October, 1984. The sample was randomly selected from the list of verified BTs provided by the BTP office. BTs were selected such that only one participant was selected at any work location in order to avoid duplication of BLAs an OPEs in the support team samples.

To obtain relevant data, participants were asked to make assessments regarding the degree of improvement and professional growth of the BT directly attributable to BTP involvement, the adequacy and availability of orientation activities, and the future status of the program. Beginning teachers provided a self-rating of their perceived amount of professional growth and improvement; peer teachers rated the BT they were assigned to assist during the year. BLAs and OPEs provided an assessment of the degree of growth and improvement of the BTs at their respective sites.

Surveys

Surveys were distributed to BTs (hired between August and October 1984) and PTs primarily for the purpose of determining their understanding of items related to the BTP, perceptions of the effectiveness of the orientation and training tapes, and the impact of the workshops that were presented. These surveys appear in Appendix H and Appendix I.

EVALUATION FINDINGS

Characteristics of Beginning Teachers

Descriptive information regarding beginning teachers was obtained from the interviews with a random sample of BTs (N=20). This information includes grade level and subject area assignments, undergraduate major, semester hours in education (graduate and undergraduate), and teaching experience. Summary statistics for the BT respondents on two of the descriptive dimensions appear in Tables 1 and 2, Appendix A. Data indicate that the vast majority of BTs had been assigned to elementary grade levels, had an undergraduate major in elementary education; a median of 63 undergraduate semester hours in education; a median of 12 graduate semester hours; and 75% indicated they had no full-time teacher experience prior to September 1984.

Program Processes

A. Extent to Which 1983-84 Evaluation Recommendations Were Implemented

The evaluation report of the 1983-84 BTP included five recommendations for program improvement, based upon the study's findings. The Florida Administrative Code which addresses the BTP includes a requirement that districts utilize the findings of previous evaluations to improve local programs. Actions were implemented by DCPS' BTP during 1984-85 which related to four of the recommendations. Descriptions of these actions follow:

1. Recommendation 1: Improve the training component by incorporating district, area, or school-level workshops for beginning teachers and peer teachers, contingent upon the availability of funds.

   Action Taken: Training sessions via area workshops were held in each of the four administrative areas in October 1985. The workshops were conducted by BTP staff for BTs, PTs, and CPEs. The workshops provided the aforementioned personnel with an overview of the BTP and orientation as to their respective responsibilities. Area level training sessions for new administrators were provided as part of the orientation for new administrators. Monthly training sessions for clerical personnel assigned BTP functions and responsibilities were also provided during August-February.

2. Recommendation 2: Continue the communication network between Staffing Control and the BTP office in an effort to identify and eliminate barriers to speedy identification of BTs.

   Action Taken: This area continues to be somewhat problematic. Although the responsibility for identifying program participants has been transferred from Staffing Control to the BTP, the process for identifying and determining the status of BTs, is not optimal.

3. Recommendation 3: Continue the periodic monitoring of support teams to ensure that teams are functioning properly. This should continue to include a review of portfolios and verification of the existence and appropriateness of written professional development plans.

Action Taken: Continuous monitoring of support teams was performed throughout the 1984-85 school year by BTP staff personnel. Only during the Superintendent's data collection moritorium (December 3, 1984 - February 28, 1985) were the internal audits briefly suspended. The moritorium was enacted to provide site administrators additional time for mandatory Master Teacher Program observations and other activities directly related to that program. BTP project personnel resumed site visits during March-June 1985. Sites with BTs on prescriptive status were monitored through support/audit visits and/or clinical supervision provided by Florida International University staff.

4. Recommendation 4: Continue the procedures that have been implemented to inform and update participants about the BTP during the school year.

   Action Taken: Monthly newsletters were distributed by the BTP office to all sites. The newsletters provided updated information on issues relevant to the BTP. Data collected during the interviews indicated that the majority of participants felt that information contained in the newsletters was useful. Many also expressed that the newsletters were the most valuable source of information on the BTP. Information concerning the BTP was periodically transmitted via electronic mail to each work location for dissemination to appropriate BTP personnel.

5. Recommendation 5: Conduct a study of the cost/effectiveness of the BTP for experienced teachers with a study of the impact that the BT definition has upon the District. Findings of this study should form the basis for appropriate recommendations to the Department of Education.

   Action Taken: During 1983-84, experienced teachers were automatically placed into the BTP. As of October 1984, the State Department of Education amended the 1983-84 rule by requiring teachers to demonstrate successful performance and verify previous teaching experience within the first forty-five (45) days of employment. The amended rule allows experienced teachers an opportunity to be exempt from the program. The forty-five (45) day requirement was extended to ninety (90) days. This extension period has allowed experienced teachers a more reasonable amount of time in which to verify previous teaching experience, thereby probably improving the cost/effectiveness of the BTP overall.

B. Extent to Which the Major Components of the Program Were Implemented

Findings regarding the extent to which the major components of the program were implemented are based upon information derived from surveys and interviews with selected program participants.

Program Preparation and Training. An overwhelming majority of respondents in each of the participant categories indicated that orientation activities (Tables 3-4) related to the BTP were made available to them. Over half (57%) of the BTs surveyed (N=153) and slightly less than half (44%) of the PTs surveyed (N=155) indicated that all three videotapes had been viewed. Inconvenient scheduling was the most frequently mentioned reason as to why all of the tapes had not been seen. Inconvenient broadcast scheduling was cited by over half (59%) of the BTs and almost the same percentage of PTs (56%). Approximately half of those respondents who were

able to view the tapes indicated that viewing arrangements were provided within the first two weeks of employment.

A substantial majority of the interviewees gave a favorable response for each of the items that were related to their knowledge and understanding of specific aspects of the BTP. Overall, most of the participants who viewed the training and/or orientation tapes felt that the tapes provided them with a sufficient understanding of the BTP procedures and requirements.

One should note, however, that other factors, in addition to the 1984-85 orientation and training procedures, may have affected participant understanding of the program specifically in the case of PTs, OPEs, and BLAs. These factors include the TADS workshops for administrators and familiarity with the program as a result of orientation/participation during the previous school year(s). Newsletters were also used to provide information to participants about the program. Nearly all of the respondents indicated that they periodically received copies of the newsletter, and each felt that the newsletter contained useful information. Although many indicated that the videotapes were effective in communicating necessary information, a large portion expressed the feeling that the newsletter and the BTP handbook were the best sources of information about the program.

Based upon the responses of the majority of interviewees, procedures used for informing and preparing individuals for participation in the program were effective in communicating important highlights of the program and procedures.

Assignment of Support Team. BTs and support team members were given a list of nine responsibilities of the BTP. One of the responsibilities included was the assignment of a support team which consists of a BLA, PT, and at least one OPE. All of the BTs and support team members indicated that this requirement had been fulfilled.

Assessment of Competencies. All BTs interviewed had participated in at least two summative evaluations prior to the interview. A moderate portion of those interviewed indicated that all three summative evaluations had been completed. Since the interviews were conducted February-March, there was ample time for the final summative evaluations to be completed within the time frames as set forth in the BTP guidelines.

Most of the BTs indicated that they had been informed about TADS and the general observation procedures prior to the initial evaluation. All administrators expressed that teachers had been informed. The assessment process included pre-conferences and post-conferences as required by the TADS process. All of the BTs interviewed expressed that each assessment was followed by a post-conference. Topics of the post-conference generally included strengths and weaknesses in the teacher's performance that were noted during the observation and specific suggestions for improving performance.

Professional Development Plan. All BTs indicated that a professional development plan had been written for them. This plan, in all cases, appeared on forms provided by the BTP office. Most BTs and support team members indicated that the plan had been updated at least once prior to the interview. The majority of respondents indicated that the plan was reviewed and updated frequently.

While all of the BTs interviewed indicated that an individual Professional Development Plan had been formulated for them, a moderate percentage (22%) of BTs, accessed via survey (N=153), indicated that they did not have a satisfactory understanding of that term. Portfolio and Professional Development Plan were the least understood terms among BTs as indicated by survey responses. Over one-quarter (25%) of the PTs surveyed (N=155) indicated that, of all the terms used in the BTP vernacular, Portfolio was the one least understood. This latter finding might result, in part, to the fact that the Portfolio, in most cases, is under the purview of the BLA, who assumes full responsibility for it. The BLA seldom delegates this responsibility to other support team members. While most PT interviewees were aware of the term "portfolio" many were not familiar with the actual document itself. All BLAs interviewed (N=20) were thoroughly familiar with all terms used in the BTP and were able to produce the appropriate documents upon request.

C. Extent of Assistance by the Support Team.

Interviews. Interview responses revealed that most BTs received a considerable degree of assistance during the school year and, in most cases, each member of the support team participated in the support process. Generally, the BLA and OPE fulfilled the responsibility for assessment of the BT. The PT was usually involved in providing day-to-day assistance and general support. The OPE also was involved in providing much of the day-to-day assistance in many cases.

Almost all (95%) of the PTs interviewed indicated that assisting the BT in planning and organization were the major areas in which they most often provided assistance. The category, Classroom management techniques, was second (60%) followed by: assessment and evaluation (35%), locating appropriate materials (30%), and assisting in teacher/student relationships (25%).

All of the BTs interviewed indicated that the following activities had been implemented for them during the school year:

1. Assignment of a support team within a reasonable amount of time after employment.

2. Formulation of a professional development plan.

3. Periodic review and updating of the plan.

4. At least three summative evaluations of classroom teaching performance by the administrator.

5. Regular feedback regarding teaching performance with suggestions for improvement.

6. Assignment of remediation activities, when applicable, in areas in which the BT received an unsatisfactory evaluation.

In all instances the respondents indicated that, where applicable, they had been given assistance in each of the above mentioned areas. Responses from the support team members support this finding. A significant number of BTs (80%) indicated that they were given assistance at their work locations via in-service with their support team members.

Survey. Survey data reveal that a large percentage (70%) of BTs (N=153) indicated that the principal and/or OPE assisted in arranging for them to see the orientation videotapes.

D. Extent to Which BTs and Support Team Members are Receiving Training

Interviews. Overall data from BTs and support team members indicated that both the orientation tapes and training tapes (Table 5) were made available to all BTP participants for viewing. Over half of all interviewees attended an area workshop (Table 6) related to the BTP and many indicated they attended a meeting with BTP staff members. Although the videotapes were made available for viewing, a large percentage of BTs (59%) and PTs (56%) indicated that they were unable to view all three tapes due to inconvenient scheduling.

The vast majority (95%) of BLAs and OPEs indicated that both the orientation and training tapes were made available to them for viewing. Over half of the BLAs (55%) and 50% of the OPEs indicated that workshops were also made available to them for BTP training purposes. A substantial proportion of BLAs and OPEs (40%) further revealed that they had attended a meeting with BTP staff members.

Survey. Over half (57%) of the BTs (N=153) surveyed indicated that they had viewed all three orientation tapes and were able to see them within the first two weeks of employment (53%). Of the PTs (N=155), of which 72% are first year peer teachers, 44% indicated that they had seen all three orientation tapes, and a comparable percentage (43%) indicated they were able to view them within the first two weeks of being assigned a BT. Inconvenient scheduling was the most frequently mentioned reason given for not viewing all the broadcasts.

Program Impact

E. Extent to Which Training Procedures are Effective in Preparing BTs and Support Team Members for BTP Participation

Survey of BTs. A large percentage (79%) of BTs indicated that the orientation tapes enhanced their understanding of the BTP and an even larger percentage (84%) felt that the information given in the four training tapes was useful for their individual classroom situations. An equally large proportion of BTs (86%) indicated that the training tapes did a good job of presenting a variety of resources they could use. Of the terms most frequently used in the BTP, the ones least understood by BTs were: Professional Development Plan (22%) and Portfolio (21%). The various other terms used were largely understood (Table 7). The majority of BTs (76%) indicated that, overall, the series of orientation and training tapes met their needs both in terms of an adequate understanding of the BTP and the expectations required of them.

Survey of PTs. Almost three-fourths (72%) of the PTs surveyed indicated that the orientation tapes enhanced their understanding of the BTP and that the tapes were easy to understand (92%). In terms of understanding, slightly over one-fourth (26%) of the PTs indicated that the term "Portfolio" was the least understood item in the BTP vocabulary.

Interview. Interview responses revealed that most BTs (70%) felt that the orientation of the BTP adequately prepared them for participation in the program. This compares with only 35% of the PTs that chose that response. It should be noted that an equal percentage (35%) of PTs chose the "not applicable" response, in most instances, probably due to previous orientation and/or experience with the BTP. The remaining PTs (30%) indicated that the orientation had not adequately prepared them for program participation. The most frequently mentioned reasons given were: lack of adequate communication between central office and work location and, in general, unsure of exactly what was expected of them in terms of their specific responsibilities.

From an administrative perspective, a substantial portion of BLAs (63%) and OPEs (55%) indicated that their orientation to the BTP adequately prepared them for participation in the program. Here again, as with the PTs, many of the administrators (BLAs, 11%) and OPEs (25%) chose the "not applicable" response which indicates adequate preparation due to prior program participation and/or experience.

F. Extent, Nature, and Impact of Remediation Activities

Interviews. According to BTs, specific remediation activities were assigned to each teacher who had received an unsatisfactory evaluation. A variety of prescriptions or remediation assignments had been provided. These ranged from conferences with the BT and support team to enrollment in a TEC or university course.

All of the BTs interviewed who were assigned a prescription, and their support team members, felt that the prescriptions were effective in improving the BTs performance.

No significant problem areas or concern were expressed regarding remediation activities.

G. Extent that Different Subgroups of BTs have Differential Success Rates

Data from BLA and OPE interviews indicate that the majority of the BLAs (70%) and almost all of the OPEs (90%) felt that it was not more difficult to implement the BTP for any particular type(s) or category(ies) of BTP participants. A moderate proportion of BLAs (30%) and a small proportion of OPEs (10%) felt that it was more difficult to implement program procedures for special subject area personnel (i.e., counselors, speech therapists, psychologists, etc.) than for "regular" classroom teachers. The major difficulties mentioned by the administrators, in regard to program implementation for itinerant and special subject area personnel, were: the assignment of an appropriate peer teacher and the expertise required by the BLA/OPE for valid TADS observations of special subject area personnel.

It should be noted here that, for the most part, special subject area BTs felt the training activities were not relevant for them because the training presentations focused primarily on "regular classroom" type activities and situations.

The majority of BLAs (80%) and OPEs (80%) felt that successful BTP participation was not related to any particular category or type of BT. A

small percentage (20%) of BLAs and OPEs (20%) felt that teachers who have graduated from colleges or universities that have well-developed teacher training programs tend to be more successful in the program than do graduates from institutions with less comprehensive preparatory requirements. It should be noted here that, along with adequate preparation, an individual's characteristics (e.g., personality, motivation, interest, commitment) and other intangible traits may also play a large part in determining success in the BTP, as with any occupation or endeavor.

Several administrators felt that if teacher training programs were strengthened at the university level, a larger proportion of BTs would be more successful, more quickly, than at present. In sum, the BTP was not designed as an "internship" type of activity, but rather, a vehicle for assisting the BT in their continuing professional development, and to ultimately impact students' learning by providing a set of supervised support services for teachers in their first year(s) of teaching in Florida.

H. Extent That Patterns Can Be Noted Among BTs Who Exit the Program Prior to Completion

Interview. BLAs (N=20) indicated that out of a total of 65 BTs assigned to their school sites, four (6%) had resigned during the school year. The reasons given for resignation were as follows: (1) BT resigned because of inability to manage students effectively; (2) BT secured another position outside the school system; and (3) BT's present position was eliminated due to low program enrollment. Overall, discernible patterns for program participants terminating prior to completion were not evidenced from the data.

I. Extent That Program Participants Are Satisfied with the Program and Perceive the Program to be Effective in Improving Teacher Performance

The majority of all BTP participants, BLAs, and other support team members (OPEs) felt that participation in the program improved BTs' skills in all seven TADS assessment categories (Table 8). The overwhelming majority of BTs felt they had made the most improvement in the areas of: (1) preparation and planning (95%), (2) classroom management (90%), and (3) techniques of instruction (95%). These categories of improvement were also identified by PTs, OPEs, and BLAs as the areas in which BTs had made the most improvement.

All BLAs (100%), and almost all of the BTs (95%), OPEs (95%), and PTs (95%), felt there were positive outcomes for the BT as a result of program participation. A large proportion of BTs (70%), PTs (75%), OPEs (77%) and BLAs (75%) indicated that a moderate to significant proportion of the BTs' professional growth during the school year was directly attributable to BTP involvement (Table 9). The overwhelming majority of BTs and support team members indicated that the assignment of a peer teacher was the single most effective component of the BTP.

While most participants indicated that the BTP yielded very positive results, a large percentage of BTs (70%), PTs (75%), OPEs (58%), and BLAs (65%) felt that improvements and/or revisions should be made in the implementation of the program (Table 10). The most frequently mentioned areas for improvement and revision were as follows:

a. More released planning time for BT and PT

b. Receive materials on a more timely basis

c. Reduce amount of paperwork for administrators

d. Additional workshops

e. Additional preplanning day for BTs and support teams

f. Assignment of PT in same subject area as BT

g. Design orientation and training tapes to include information relevant to special subject area personnel

h. Update and improve orientation and training tapes

Although half of the BTs surveyed indicated that they felt a "little nervous" about starting the year as a BT, a substantial proportion (60%) indicated that their anxiety was lessened because of program participation.

In sum, the majority of BTs (60%), PTs (65%), and BLAs (70%) indicated that the BTP should continue with only minor changes (Table 11). While a proportion of OPEs (45%) felt that the program should continue with only minor changes, an almost equal proportion of these respondents (40%) indicated that the program should continue as implemented with no changes. This latter finding may be as a result of the role of the OPE vis-a-vis with other support team members. The OPE (usually an assistant principal) primarily serves as a resource person and is responsible for services to the BT much like the day-to-day services provided for regular staff members (i.e., scheduling, teacher/classroom observations, curriculum assistance, student management, etc.).

DISCUSSION OF FINDINGS AND RECOMMENDATIONS

Findings of this evaluation study indicate that the major components of the BTP were implemented appropriately and that the program had an overall favorable impact upon the instructional effectiveness of BTs. Some problems did exist; however, the problems which were observed occurred in a relatively small percentage of the cases. For the majority of cases, the program was operating as intended with favorable results.

Probably more significant than the findings themselves is the impact of the evaluation process upon improvements in the implementation and outcomes of the BTP. The findings that have been reported are the net effect of these improvements. Primarily, program evaluations are conducted for the purpose of facilitating decision-making and program improvements. Clearly, the evaluation of the BTP has achieved the latter purpose. This program has exemplified the utility and role of evaluation in program development.

The goal of the BTP is to improve teacher performance by means of a competency-based teacher education system (CBTE). Several problems were identified in the 1983-84 evaluation for the purpose of improving the operation of the program.

Most problems identified in the previous evaluation were not observed in this study. Specifically, improvements in the following areas were demonstrated in the 1984-85 evaluation:

1. Improvement of program training by incorporating district, area, and/-or school-level workshops.

2. The continuation of periodic monitoring of support teams to ensure optimal functioning.

3. Continuation of procedures that inform and update participants about the BTP during the year.

To a great extent, these improvements may be attributed to the efforts of the program staff to increase and improve communication with program participants and the progress staff made toward the implementation of the 1983-84 recommendations. Specific activities were implemented which related to all but one of the recommendations. Action on the unaddressed recommendation was not warranted due to a change in the BT definition. Use of the evaluation findings in program development are reflected in the improvements that have been mentioned and the positive findings observed in the current study.

Although findings are generally positive, some areas remain problematic. One problem identified from interviews of program staff related to delays and changes in BT identification and current status. Until a single definition of the BT has been in effect for a succession of years, there will continue to be delays in determining the eligibility of some teachers. However, improved communication between all departments which interface with BTP participants could result in more uniformity and consistency in the dissemination of information to perspective BTP participants.

Concerns identified by program participants were related to the time and paperwork requirements of the program, training activities that lack relevancy for special subject area teachers/personnel and a need for improvement in the orientation and training tapes. Problems will always be associated with a program

to some extent, regardless of the length of its operation. The nature and severity of the first two problems are not such that the overall effectiveness and impact of the program are restricted.

The third concern--improvement and revision of training and orientation tapes for BTs--may have merit. In order to keep adequately informed of continually changing procedures and laws affecting BTs and educational policies in general, the updating and revision of BTP training/orientation resources seems perfunctory. It is also apparent that general training and orientation information will not always be germane for certain types or categories of BTP participants in speciality areas, due, in large part, to the myriad of skill areas and abilities required to provide a comprehensive educational program for all students in a metropolitan area. The provision of training and orientation activities for each special subject area participant would be cost prohibitive, given the current operating budget.

Due to effective linkage between the evaluation of the program and program development, no major needs for improvement were identified. Consequently, recommendations to eliminate significant problems are not warranted at this time. Albeit some problems exist, their severity do not tend to impede the operations and overall effectiveness of the program. These, too, will eventually be resolved, given the ongoing involvement and commitment of program managers to improve the operations of the program. The findings of the study support recommendations for continuation of current efforts and procedures used to improve program management and operations. Specific recommendations are:

1. Identify and implement an effective strategy to improve the communication network and cooperation between all departments interfacing with beginning teachers and the BTP office. This effort would provide information to the BTP office that could facilitate the efficiency of the BTP. Specific information required for optimal BTP program operation should be provided to the selected departments by the BTP office.

2. Identify and implement procedures to improve the integration and utility of information provided by the various departments to the BTP office. The appropriate integration of information would obviate the needless duplication of functions performed by other departments.

3. Improve and update the orientation and training tapes to reflect current changes in procedures, laws, and criteria for BTP participants. These updated tapes should also emphasize and explain more adequately the terms that were indicated to be somewhat abstruse by a percentage of respondents.

4. Continue the periodic monitoring of support teams to ensure that teams maintain an optimal level of functioning. This should include a review of portfolios and verification of the existence and appropriateness of written professional development plans.

5. Continue the procedures that have been implemented to inform and update participants about the BTP during the school year.

6. Investigate the feasibility of providing new hires. at time of hiring, a listing detailing the eligibility and exemption criteria for satisfying BTP requirements.

APPENDIX A

TABLES

TABLE 1

GRADE LEVELS/SUBJECT AREAS IN WHICH BTs WERE ASSIGNED TEACHING DUTIES

(N=20)

PERCENT OF BTs	LEVELS
35	ELEMENTARY
25	EXCEPTIONAL EDUCATION
10	SCIENCE
5	EARLY CHILDHOOD
5	ENGLISH
5	MATHEMATICS
5	MEDIA
5	PHYSICAL EDUCATION
5	VOCATIONAL

TABLE 2

BTs UNDERGRADUATE MAJOR

(N=20)

PERCENT OF BTs	MAJOR
45	ELEMENTARY EDUCATION
10	SPECIAL EDUCATION
5	EARLY CHILDHOOD
5	ECONOMICS
5	ENGLISH
5	MATHEMATICS
5	PHYSICAL EDUCATION
5	POLITICAL SCIENCE
5	SCIENCE
5	IN PROCESS OF TAKING COURSES
5	ZOOLOGY

TABLE 3

RESPONSES TO SURVEY ITEMS FROM BTs and PTs

Orientation Tapes

Beginning Teachers (N=153)
Peer Teachers (N=155)

		Beg. Teacher	Peer Teacher
1)	Number of orientation tapes viewed by BTs and PTs		
	None	20%	28%
	1	7%	11%
	2	12%	12%
	3	57%	43%
	Can't recall	3%	6%
2)	Primary reasons for not viewing all three orientation tapes		
	Didn't know they were available	14%	9%
	School did not have the necessary equipment with which to view the broadcasts	5%	4%
	Scheduling was inconvenient	59%	56%
	Other	21%	31%
3)	Orientation tapes were viewed within the first 2 weeks after assignment of a beginning teacher		
	YES	53%	46%
	NO	47%	54%
4)	Principal and/or assistant principal assisted in arranging the viewing of orientation tapes		
	YES	70%	59%
	NO	29%	40%
	NOT NECESSARY	1%	1%

TABLE 3 (continued)

ORIENTATION TAPES: page 2

		Beg. Teacher	Peer Teacher
5)	Orientation tapes enhanced understanding of the BTP		
	YES	79%	72%
	NO	21%	28%
6)	Orientation tapes need improvement		
	YES	37%	34%
	NO	63%	66%

TABLE 4

REPONSES TO INTERVIEWS WITH SUPPORT TEAMS

Program Orientation

1. Orientation activities made available related to the BTP

	N=	BT (20)	PT (20)	BLA (20)	OPE (20)
Orientation tapes		90%	85%	95%	95%
Training tapes		90%	85%	95%	95%
Area workshop		70%	50%	55%	50%
Meeting with BTP staff		20%	30%	40%	40%
None		0%	5%	5%	0%
Inservice with support team (Beginning Teacher only)		80%			
None needed (Peer only)			10%		
Meeting with BTP staff when requested (BLA & OPE only)				5%	15%
*Internal audit visit (BLA only)				15%	

2) Orientation adequately prepared respondents for BTP participation

YES	70%	35%	63%	55%
NO	30%	30%	11%	25%
N/A**	0%	35%	26%	20%

*Only those schools having BTs on prescriptive status were audited.
**Previous experience.

TABLE 5

RESPONSES TO SURVEY ITEMS FROM BTs and PTs

Training Tapes

Beginning Teachers (N=153)
Peer Teachers (N=155)

		YES	NO
1. Percent of BTs and PTs that saw training tapes			
Preparation and Planning			
	Beginning Teacher	70%	30%
	Peer Teacher	70%	30%
Techniques of Instruction			
	Beginning Teacher	67%	33%
	Peer Teacher	77%	23%
Classroom Management and Teacher/Student Relationships			
	Beginning Teacher	60%	40%
	Peer Teacher	62%	38%
Assessment Techniques			
	Beginning Teacher	51%	49%
	Peer Teacher	49%	51%
2) Training tapes were easy to understand			
	Beginning Teacher	86%	14%
	Peer Teacher	92%	8%
3) Training tapes need improvement			
	Beginning Teacher	32%	68%
	Peer Teacher	37%	63%

= = = =

TABLE 7

UNDERSTANDING/COMMUNICATION

Beginning Teachers (N=153)
Peer Teachers (N=155)

Percent of respondents indicating satisfactory understanding of the following items and/or terms:

		Beginning Teacher	Peer Teacher
a)	The definition of a Beginning Teacher	94%	94%
b)	The legislative mandate for the BTP	86%	90%
c)	The role of the Peer teacher	93%	90%
d)	The role of the BLA (principal)	93%	89%
e)	The role of the OPE	93%	89%
f)	Portfolio - its use and contents	79%	74%
g)	Professional Development Plan	78%	89%
h)	The evaluation process of TADS	90%	92%
i)	Requirements for completing the BTP	82%	90%
j)	The 23 generic competencies	89%	90%
k)	Appropriate contact people for resolving problems and/or obtaining information	80%	87%

TABLE 8

EXTENT OF BTs' IMPROVEMENT IN EACH ASSESSMENT CATEGORY

	BEG. TCH.	PEER	OPE	BLA
PREPARATION/PLANNING	(n=20)	(n=20)	(n=17)	(n=18)
No Improvement	0%	0%	6%	0%
Little Improvement	10%	5%	6%	11%
Moderate Improvement	40%	25%	24%	33%
Significant Improvement	45%	55%	29%	22%
Not Needed	5%	15%	35%	33%
% INDICATING IMPROVEMENT	95%	85%	59%	66%
KNOW. OF SUBJ. MATTER	(n=20)	(n=20)	(n=16)	(n=18)
No Improvement	10%	5%	0%	0%
Little Improvement	30%	15%	31%	17%
Moderate Improvement	30%	30%	25%	17%
Significant Improvement	10%	20%	0%	17%
Not Needed	20%	30%	44%	50%
% INDICATING IMPROVEMENT	70%	65%	56%	51%
CLASSROOM MANAGEMENT	(n=20)	(n=20)	(n=17)	(n=18)
No Improvement	0%	0%	6%	7%
Little Improvement	25%	10%	12%	28%
Moderate Improvement	15%	40%	41%	28%
Significant Improvement	50%	25%	29%	28%
Not Needed	10%	25%	12%	13%
% INDICATING IMPROVEMENT	90%	75%	82%	84%
TECHNIQUES OF INSTRUCTION	(n=20)	(n=20)	(n=19)	(n=18)
No Improvement	0%	0%	0%	0%
Little Improvement	25%	20%	42%	17%
Moderate Improvement	50%	40%	21%	33%
Significant Improvement	20%	25%	21%	28%
Not Needed	5%	15%	16%	22%
% INDICATING IMPROVEMENT	95%	85%	84%	78%

TABLE 8 (continued)

EXTENT OF BTs' IMPROVEMENT IN EACH ASSESSMENT CATEGORY

	BEG. TCH.	PEER	OPE	BLA
ASSESSMENT TECHNIQUES	(n=20)	(n=20)	(n=17)	(n=18)
No Improvement	0%	0%	12%	0%
Little Improvement	5%	25%	29%	17%
Moderate Improvement	40%	35%	29%	33%
Significant Improvement	30%	15%	12%	17%
Not Needed	25%	25%	18%	33%
% INDICATING IMPROVEMENT	75%	75%	70%	67%
TEACHER/STUDENT RELATIONS	(n=20)	(n=20)	(n=17)	(n=18)
No Improvement	5%	0%	12%	0%
Little Improvement	20%	20%	6%	11%
Moderate Improvement	30%	10%	23%	28%
Significant Improvement	20%	40%	29%	33%
Not Needed	25%	30%	29%	28%
% INDICATING IMPROVEMENT	70%	70%	58%	72%
PROFESSIONAL RESPONSIBILITY	(n=20)	(n=20)	(n=18)	(n=18)
No Improvement	5%	0%	11%	0%
Little Improvement	10%	0%	22%	0%
Moderate Improvement	30%	15%	17%	33%
Significant Improvement	30%	25%	17%	22%
Not Needed	25%	60%	33%	45%
% INDICATING IMPROVEMENT	70%	40%	56%	55%

TABLE 9

PROGRAM IMPACT

1. Positive outcomes of the BTP for beginning teachers

	N=	BT (20)	PT (20)	BLA (20)	OPE (20)
YES		95%	95%	95%	100%
NO		5%	5%	5%	0%

2. Proportion of BTs' professional growth during the school year attributable to BTP involvement

	N=	BT (20)	PT (20)	BLA (20)	OPE (19)
A significant proportion		25%	20%	35%	42%
A moderate proportion		45%	55%	40%	37%
A small proportion		25%	15%	15%	16%
None		5%	5%	10%	5%

TABLE 10

IMPROVEMENTS/REVISIONS

1. Improvements or revisions needed in BTP implementation

N=	BT (20)	PT (20)	BLA (20)	OPE (20)
YES	70%	75%	58%	65%
NO	30%	25%	42%	35%

2. Description of improvements or revisions needed

	(number responding) BT	PEER	BLA	OPE	TOTAL
More released planning time for BT and peer teacher	1	7	2	2	12
Have materials sent on a timely basis	4	4	3	1	12
Reduce paperwork	0	0	3	7	10
More workshops	1	2	3	3	9
Update and improve tapes	5	3	0	1	8
Additional preplanning day for BT and support team	3	3	0	2	8
Difficulty in assigning peer teacher in same subject area	0	0	0	8	8
BTP program not relevant for special subject area personnel (e.g., media, psychologist, vocational, etc.	3	2	1	2	8
Improve communication and coordination	1	1	1	4	7
More time for BTs to share and get together with other BTs	3	3	0	0	6
More time for BTs to observe exemplary teachers	2	1	0	2	5
Verification of BTs' status before processing RPA and assigning work location	0	0	0	3	3
Condense competencies	0	0	1	2	3

TABLE 10 (continued)

Improvements/Revisions: page 2

	(number responding) BT	PEER	BLA	OPE	TOTAL
Peer teacher should be in same subject area as BT	1	1	0	0	2
More explanation needed on Professional Development Plan	0	0	0	1	1
Reimbursement for administrators who supervise large numbers of BTs	0	0	0	1	1

TABLE 11

FUTURE STATUS

1. Future status of the BTP

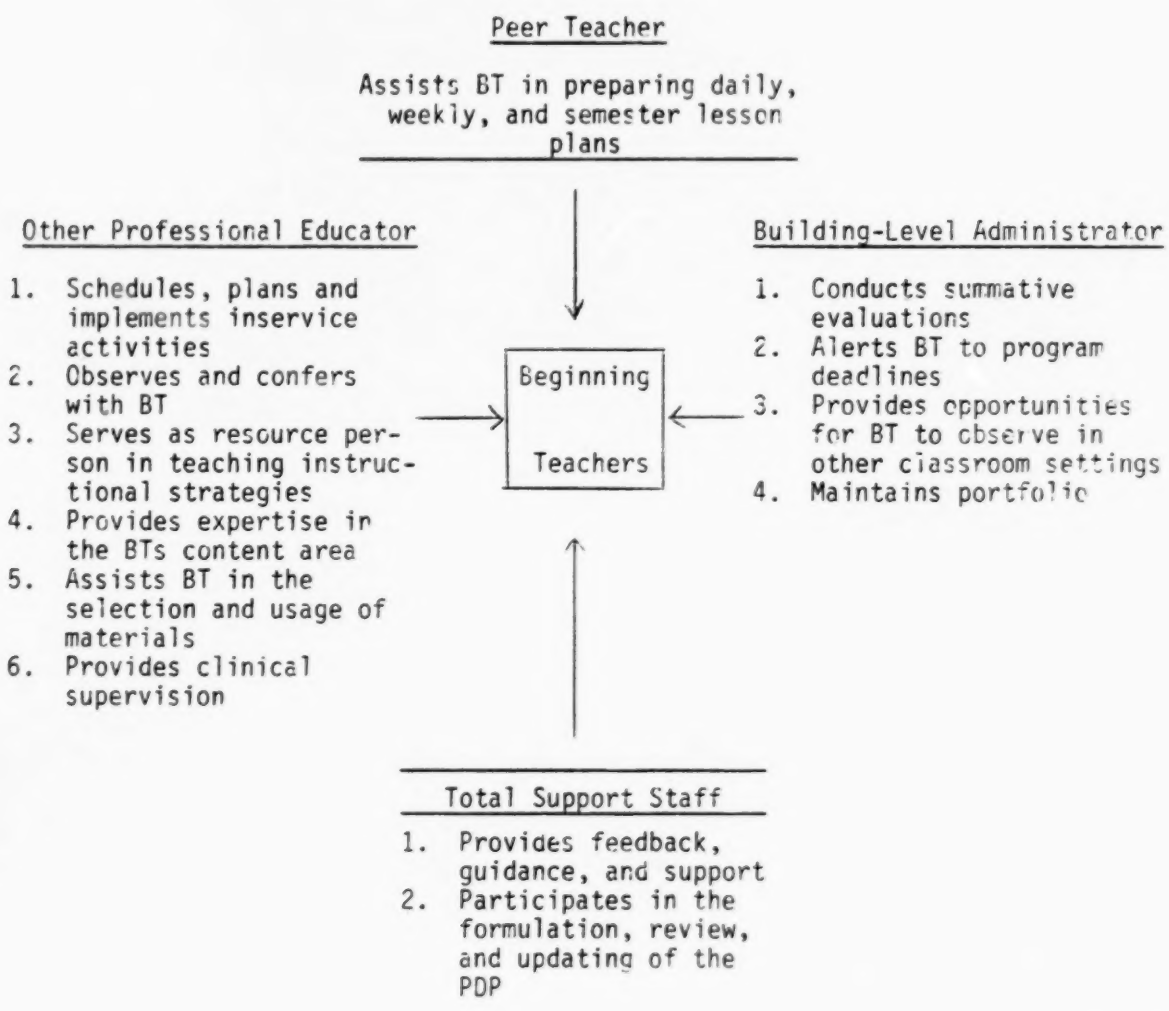
	N=	BT (20)	PT (20)	BLA (20)	OPE (20)
a) continue the program as currently implemented		25%	30%	20%	40%
b) continue but with minor changes		60%	65%	70%	45%
c) continue but with major changes		15%	5%	5%	10%
d) discontinue the program		0%	0%	5%	5%

APPENDIX B

FIGURE 1

Figure 1

Support Team Responsibilities to the Beginning Teacher


Peer Teacher
Assists BT in preparing daily, weekly, and semester lesson plans
Other Professional Educator
1. Schedules, plans and implements inservice activities
2. Observes and confers with BT
3. Serves as resource person in teaching instructional strategies
4. Provides expertise in the BTs content area
5. Assists BT in the selection and usage of materials
6. Provides clinical supervision
Beginning Teachers
Building-Level Administrator
1. Conducts summative evaluations
2. Alerts BT to program deadlines
3. Provides opportunities for BT to observe in other classroom settings
4. Maintains portfolio
Total Support Staff
1. Provides feedback, guidance, and support
2. Participates in the formulation, review, and updating of the PDP

APPENDIX C

GENERIC COMPETENCIES

The 23 Essential Generic Competencies

Communication Skills

1. Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner.

2. Demonstrate the ability to write in a logical, easily understood style with appropriate grammar and sentence structure.

3. Demonstrate the ability to comprehend and interpret a message after listening.

4. Demonstrate the ability to read, comprehend, and interpret professional material.

Basic General Knowledge

5. Demonstrate the ability to add, subtract, multiply, and divide.

6. Demonstrate an awareness of patterns of physical and social development in students.

Technical Skills

7. Diagnose the entry knowledge and/or skill of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records.

8. Identify long-range goals for a given subject area.

9. Construct and sequence related short-range objectives for a given subject area.

10. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.

11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.

12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.

13. Present directions for carrying out an instructional activity.

14. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.

Administrative Skills

15. Establish a set of classroom routines and procedures for utilization of materials and physical movement.

16. Formulate a standard for student behavior in the classroom.

17. Identify causes of classroom misbehavior and employ a technique(s) for correcting it.

18. Identify and/or develop a system for keeping records of class and individual student progress.

Interpersonal Skills

19. Counsel with students both individually and collectively concerning their academic needs.

20. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.

21. Demonstrate instructional and social skills which assist students in developing a positive self-concept.

22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.

23. Demonstrate teaching skills which assist students in developing their own values, attitudes, beliefs.

APPENDIX D

INTERVIEW QUESTIONS FOR BEGINNING TEACHERS

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
BEGINNING TEACHER SURVEY FORM
(N=20)

SCHOOL _____ 1-4

1. In which level are your assigned teaching duties? 5

5%	Early Childhood	___	Foreign Language
35%	Elementary Education	10%	Science
___	Art	___	Social Studies
25%	Exceptional Education	5%	Physical Education
5%	English/Lanaguage Art	___	Guidance
5%	Mathematics	5%	Vocational
___	Music	___	OTHER (specify)

Media Specialist 5%

3. What was your undergraduate major? _____ 6

4. How many undergraduate and graduate semester hours do you have in education? 7

Undergraduate Median 63 Graduate Median 12 8

5. How many years of full-time teaching experience did you have prior to September 1984? 9

75% None
5% one year
5% two years
5% three years
10% more than three years

6. What types of orientation activities related to the Beginning Teacher Program were made available to you? (check all that apply) 10

90% orientation tapes
90% training tapes
70% area workshop
80% inservice with my support team
20% meetings with BTP staff at my school
___ NONE
___ OTHER _____

7. Do you feel that your orientation to the BTP adequately prepared you for participation in the program? 17

70% YES 30% NO IF NO, please explain.

8. In general, how could your preparation for the BTP have been improved? 18

50% No improvements are necessary.

9. From your perspective as a beginning teacher, were there any positive outcomes from participation in the Beginning Teacher Program? 19

95% YES 5% NO

If "Yes", what were the positive outcomes of the program?

10. From your perspective as a beginning teacher, did any aspect(s) of the program need improvement or revision? 20

70% YES 30% NO

If "Yes," identify the aspect(s) which needed the most improvement or revision?

11. To what extent do you think you improved in the following areas during the school year? 21

A. Preparation & Planning
Not Needed 5%

0% No improvement
10% A little improvement
40% Moderate improvement
45% Significant improvement

B. Knowledge of Subject Matter
Not Needed 20%

10% No improvement
30% A little improvement
30% Moderate improvement
10% Significant improvement

C. Classroom Management
Not Needed 10%

0% No improvement
25% A little improvement
15% Moderate improvement
50% Significant improvement

D. Techniques of Instruction
Not Needed 5%

0% No improvement
25% A little improvement
50% Moderate improvement
20% Significant improvement

E. Assessment Techniques

Not Needed 25%

0% No improvement
5% A little improvement
40% Moderate improvement
30% Significant improvement

F. Teacher-Student Relationships

Not Needed 25%

5% No improvement
20% A little improvement
30% Moderate improvement
20% Significant improvement

G. Professional Responsibilities

Not Needed 25%

5% No improvement
10% A little improvement
30% Moderate improvement
30% Significant improvement

12. What proportion of your professional growth during the school year do you attribute to your involvement in the Beginning Teacher Program? 22

25% A significant proportion
45% A moderate proportion
25% A small proportion
5% None

13. Did you receive an unsatisfactory evaluation in any of the assessment categories on your first observation this year? 23

5% YES 95% NO

If "yes," in which area(s)?

5% Preparation and Planning
___ Knowledge of Subject Matter
___ Classroom Management
5% Techniques of Instruction
___ Teacher-Student Relationships
___ Professional Responsibilities

14. Did you receive an unsatisfactory evaluation in any of the assessment categories on your latest observation? 30

15% YES 85% NO

If "yes," in which area(s)?

___ Preparation and Planning
5% Knowledge of Subject Matter
10% Classroom Management
10% Techniques of Instruction
___ Teacher-Student Relationships
___ Professional Responsibilities

15. Were the following activities implemented for you this year? 37

A. Assignment of a support team within a reasonable amount of time after your employment?

100% YES ___ NO

B. Formulation of a professional development plan?

100% YES ___ NO

C. Periodic review and updating of your professional development plan?

100% YES ___ NO

D. At least three summative evaluations of your classroom teaching performance by your administrator?

100% YES ___ NO

E. Regular feedback regarding your teaching performance with suggestions for improvement?

100% YES ___ NO

F. Assignment of remediation activities in areas in which you received an unsatisfactory evaluation?

100% YES ___ NO ___ N/A

16. What do you feel the future status of the Beginning Teacher Program should be? 38

25% continue the program as currently implemented

60% continue the program but with minor changes in its implementation (please specify the changes that are needed below)

15% continue the program but with major changes in its implementation (please specify the nature of the changes below)

0% discontinue the program (state reason below)

Please indicate the changes that are needed or your reason for elimination of the program.

17. Additional Comments

APPENDIX E

INTERVIEW QUESTIONS FOR PEER TEACHERS

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
PEER TEACHER SURVEY FORM

(N=20)

SCHOOL _____ 1-4

1. What types of orientation activities related to the Beginning Teacher Program were made available to you? 5

85% orientation tapes
85% training tapes
50% area workshop
30% meeting with BTP staff
5% NONE
10% No orientation was needed

2. Do you feel that your orientation to the BTP adequately prepared you for participation in the program? 11

35% YES 30% NO 35% Not Applicable

IF NO, please explain.

3. In general, how could your preparation for the BTP have been improved? 12

45% No improvements are necessary.

4. From your perspective as a peer teacher, were there any positive outcomes of the Beginning Teacher Program for your beginning teacher? 13

95% YES 5% NO

If yes, please describe the outcomes.

5. Were any of your assigned responsibilities difficult to implement? 14

20% YES 80% NO

If yes, please explain.

6. Are there any improvements or revisions you feel should be made in the implementation of the program? 15

75% YES 25% NO

If yes, describe the improvements or revisions.

7. To what extent did your beginning teacher improve in the following areas during the school year? 16

A.	Preparation & Planning Not Needed 15%	0% 5% 25% 55%	No improvement A little improvement Moderate improvement Significant improvement
B.	Knowledge of Subject Matter Not Needed 30%	5% 15% 30% 20%	No improvement A little improvement Moderate improvement Significant improvement
C.	Classroom Management Not Needed 25%	0% 10% 40% 25%	No improvement A little improvement Moderate improvement Significant improvement
D.	Techniques of Instruction Not Needed 15%	0% 25% 40% 25%	No improvement A little improvement Moderate improvement Significant improvement
E.	Assessment Techniques Not Needed 25%	0% 20% 35% 15%	No improvement A little improvement Moderate improvement Significant improvement
F.	Teacher-Student Relationships Not Needed 30%	0% 20% 10% 40%	No improvement A little improvement Moderate improvement Significant improvement
G.	Professional Responsibilities Not Needed 70%	0% 0% 5% 25%	No improvement A little improvement Moderate improvement Significant improvement

8. What proportion of your beginning teacher's professional growth during the school year do you attribute to his/her involvement in the Beginning Teacher Program? 17

20% A significant proportion
55% A moderate proportion
15% A small proportion
5% None
5% Don't know

9. Were the following activities implemented for your beginning teacher this year? 18

A. Assignment of a support team within a reasonable amount of time after his/her employment?

95% YES 5% NO

B. Formulation of a professional development plan?

100% YES ____ NO

C. Periodic review and updating of the BT's professional development plan?

100% YES ____ NO

D. At least three summative observations of the BT's classroom teaching performance by the principal or assistant principal?

100% YES ____ NO

E. Regular feedback to the BT regarding his/her teaching performance with suggestions for improvement.

100% YES ____ NO

F. Assignment of remediation activities in areas in which the beginning teacher received an unsatisfactory evaluation?

1% YES ____ No ____ N/A

10. List the kinds of things you did most often for your beginning teacher.

a. Planning and Organization

b. Classroom Management

c. Teacher/Student Relationship

d. Locating Appropriate Materials

e. Assessment and Evaluation

11. What do you feel the future status of the Beginning Teacher Program should be? 19

30% continue the program as currently implemented

65% continue the program but with minor changes in its implementation (please specify the changes that are needed below)

5% continue the program but with major changes in its implementation (please specify the nature of the changes below)

0% discontinue the program (state reason below)

Please indicate the changes that are needed or your reason for elimination of the program.

12. Additional Comments

OEA: 2/15/85
BTP-Peer Teacher
RW/Survey

17. Additional Comments

APPENDIX F

INTERVIEW QUESTIONS FOR BUILDING-LEVEL ADMINISTRATORS

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
BUILDING-LEVEL ADMINISTRATOR ~~AND OTHER PROFESSIONAL EDUCATOR SURVEY FORM~~

(N=20)

SCHOOL _____ 1-4

1. What types of orientation activities related to the Beginning Teacher Program were made available to you? 5

95%	orientation tapes	15%	internal audit visit
95%	training tapes	5%	meeting with BTP staff
55%	area workshop		(when requested)
40%	meeting with BTP staff	5%	NONE

2. Do you feel that your orientation to the BTP adequately prepared you for participation in the program? 12

63% YES 11% NO 26% Not applicable

IF NO, please explain.

3. In general, how could your preparation for the BTP have been improved? 13

___ No improvements are necessary.

4. From your perspective as a building-level administrator or other professional educator, (OPE), were there any positive outcomes of the Beginning Teacher Program for beginning teachers? 14

95% YES 5% NO

If "yes," what were the positive outcomes for beginning teachers?

5. Are there any aspects of the program that are difficult for you to implement? 15

30% YES 70% NO

If "yes," please explain.

6. Do you feel that any improvements or revisions should be made in the implementation of the program? 16

65% YES 35% NO

If "yes" please describe the improvements or revisions that you think should be made?

7. To what extent did the beginning teacher improve in the following areas during the school year? 17

A. Preparation & Planning
Not Needed 33%

0% No improvement
11% A little improvement
33% Moderate improvement
22% Significant improvement

B. Knowledge of Subject Matter
Not Needed 50%

0% No improvement
17% A little improvement
17% Moderate improvement
17% Significant improvement

C. Classroom Management
Not Needed 6%

6% No improvement
28% A little improvement
33% Moderate improvement
28% Significant improvement

D. Techniques of Instruction
Not Needed 22%

0% No improvement
17% A little improvement
33% Moderate improvement
28% Significant improvement

E. Assessment Techniques
Not Needed 33%

0% No improvement
17% A little improvement
33% Moderate improvement
17% Significant improvement

F. Teacher-Student Relationships
Not Needed 28%

0% No improvement
11% A little improvement
28% Moderate improvement
33% Significant improvement

G. Professional Responsibilities
Not Needed 45%

0% No improvement
0% A little improvement
33% Moderate improvement
22% Significant improvement

8. What proportion of the beginning teacher's professional growth during the school year do you attribute to his/her involvement in the Beginning Teacher Program? 18

35% A significant proportion
40% A moderate proportion
15% A small proportion
10% None

9. How many beginning teachers (hired during 8/84 - 10/84) do you have on your staff? Range 1-8 (Median = 2) 19

10. How many of your beginning teachers (hired during (8/84 - 10/84) received an unsatisfactory evaluation in the following assessment categories on their first observation this school year? 20

6% Preparation and Planning
3% Knowledge of Subject Matter
8% Classroom Management
9% Techniques of Instruction
3% Assessment Techniques
8% Teacher-Student Relationships
0% Professional Responsibilities

11. How many of your beginning teachers (hired between 8/84 and 10/84) received an unsatisfactory evaluation in the following categories on their latest observation? 27

1% Preparation and Planning
3% Knowledge of Subject Matter
9% Classroom Management
12% Techniques of Instruction
3% Assessment Techniques
3% Teacher-Student Relationships
3% Professional Responsibilities

12. Do you have any particular type(s) or category(ies) of beginning teachers for whom the BTP is more difficult to implement? 34

30% YES 70% NO

If yes, please explain

13. Do you have any particular type(s) or category(ies) of beginning teachers who tend to be more successful in the BTP? 35

20% YES 80% NO

If yes, please explain

14. Have you had any beginning teachers to resign during the school year? 36

20% YES 80% NO

If yes, how many resigned? 6%
If yes, what was the reason for the resignation(s)?

15. Were the following activities implemented for the beginning teacher(s) this year? 38

A. Assignment of a support team within a reasonable amount of time after his/her employment?

100% YES ___ NO

B. Formulation of a professional development plan?

100% YES ___ NO

C. Periodic review and updating of the professional development plan?

100% YES ___ NO

D. At least three summative observations of the BT's classroom teaching performance?

100% YES ___ NO

E. Regular feedback to the BT regarding his/her teaching performance with suggestions for improvement.

100% YES ___ NO

F. Assignment of remediation activities in areas in which the beginning teacher received an unsatisfactory evaluation?

100% YES ___ NO ___ N/A

16. What do you feel the future status of the Beginning Teacher Program should be? 39

20% continue the program as currently implemented

70% continue the program but with minor changes in its implementation (Please specify the changes that are needed below)

5% continue the program but with major changes in its implementation (Please specify the nature of the changes below)

5% discontinue the program (state reason below)

Please indicate the changes that are needed or your reason for elimination of the program.

APPENDIX G

INTERVIEW QUESTIONS FOR OTHER PROFESSIONAL EDUCATORS

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
~~BUILDING-LEVEL ADMINISTRATOR AND~~ OTHER PROFESSIONAL EDUCATOR SURVEY FORM

(N=20)

SCHOOL _____ 1-4

1. What types of orientation activities related to the Beginning Teacher Program were made available to you? 5

95% orientation tapes
95% training tapes
50% area workshop
40% meeting with BTP staff
15% internal audit visit
15% meeting with BTP staff (when requested)
____ NONE

2. Do you feel that your orientation to the BTP adequately prepared you for participation in the program? 12

55% YES 25% NO 20% Not applicable

IF NO, please explain.

3. In general, how could your preparation for the BTP have been improved? 13

____ No improvements are necessary.

4. From your perspective as a building-level administrator or other professional educator, (OPE), were there any positive outcomes of the Beginning Teacher Program for beginning teachers? 14

100% YES _____ NO

If "yes," what were the positive outcomes for beginning teachers?

5. Are there any aspects of the program that are difficult for you to implement? 15

20% YES 80% NO

If "yes," please explain.

6. Do you feel that any improvements or revisions should be made in the implementation of the program? 16

58% YES 42% NO

If "yes" please describe the improvements or revisions that you think should be made?

7. To what extent did the beginning teacher improve in the following areas during the school year? 17

A. Preparation & Planning
Not Needed 35%

6% No improvement
12% A little improvement
24% Moderate improvement
29% Significant improvement

B. Knowledge of Subject Matter
Not Needed 44%

0% No improvement
31% A little improvement
25% Moderate improvement
0% Significant improvement

C. Classroom Management
Not Needed 12%

6% No improvement
12% A little improvement
41% Moderate improvement
29% Significant improvement

D. Techniques of Instruction
Not Needed 16%

0% No improvement
42% A little improvement
21% Moderate improvement
21% Significant improvement

E. Assessment Techniques
Not Needed 18%

12% No improvement
29% A little improvement
29% Moderate improvement
12% Significant improvement

F. Teacher-Student Relationships
Not Needed 29%

12% No improvement
6% A little improvement
23% Moderate improvement
29% Significant improvement

G. Professional Responsibilities
Not Needed 33%

11% No improvement
22% A little improvement
17% Moderate improvement
17% Significant improvement

8. What proportion of the beginning teacher's professional growth during the school year do you attribute to his/her involvement in the Beginning Teacher Program? 18

42% A significant proportion
37% A moderate proportion
16% A small proportion
5% None

9. How many beginning teachers (hired during 8/84 - 10/84) do you have on your staff? Refer to BLA Survey Form 19

10. How many of your beginning teachers (hired during (8/84 - 10/84) received an unsatisfactory evaluation in the following assessment categories on their first observation this school year? 20

Refer to BLA Survey Form

____ Preparation and Planning
____ Knowledge of Subject Matter
____ Classroom Management
____ Techniques of Instruction
____ Assessment Techniques
____ Teacher-Student Relationships
____ Professional Responsibilities

11. How many of your beginning teachers (hired between 8/84 and 10/84) received an unsatisfactory evaluation in the following categories on their latest observation? 27

Refer to BLA Survey Form

____ Preparation and Planning
____ Knowledge of Subject Matter
____ Classroom Management
____ Techniques of Instruction
____ Assessment Techniques
____ Teacher-Student Relationships
____ Professional Responsibilities

12. Do you have any particular type(s) or category(ies) of beginning teachers for whom the BTP is more difficult to implement? 34

10% YES 90% NO

If yes, please explain

13. Do you have any particular type(s) or category(ies) of beginning teachers who tend to be more successful in the BTP? 35

20% YES 80% NO

If yes, please explain

14. Have you had any beginning teachers to resign during the school year? 36

20% YES 80% NO

If yes, how many resigned? 6%
If yes, what was the reason for the resignation(s)?

15. Were the following activities implemented for the beginning teacher(s) this year? 38

A. Assignment of a support team within a reasonable amount of time after his/her employment?

100%YES ___NO

B. Formulation of a professional development plan?

100%YES ___NO

C. Periodic review and updating of the professional development plan?

100%YES ___NO

D. At least three summative observations of the BT's classroom teaching performance?

100%YES ___NO

E. Regular feedback to the BT regarding his/her teaching performance with suggestions for improvement.

100%YES ___NO

F. Assignment of remediation activities in areas in which the beginning teacher received an unsatisfactory evaluation?

100%YES ___NO ___N/A

16. What do you feel the future status of the Beginning Teacher Program should be? 39

40% continue the program as currently implemented

45% continue the program but with minor changes in its implementation (Please specify the changes that are needed below)

10% continue the program but with major changes in its implementation (Please specify the nature of the changes below)

5% discontinue the program (state reason below)

Please indicate the changes that are needed or your reason for elimination of the program.

17. Additional Comments

APPENDIX H

BEGINNING TEACHER QUESTIONNAIRE

Dade County Public Schools
Office of Educational Accountability
Orientation Evaluation Survey
Beginning Teachers Form
(N=153)

Please Do Not Write in This Space

Please provide the information that is requested below and return the completed form by Friday, December 21, 1984. This information is required as part of the annual evaluation of the Beginning Teacher Program. PLEASE RETURN COMPLETED FORM TO:

Martin Goldinher
Mail Code: 9999
Room 500

---

1) How many BTP orientation tapes did you view? 1

21% 0 7% 1 12% 2 57% 3 3% Can't recall

If you did not view all 3 tapes, check the primary reason why:

14% I didn't know they were available.
5% My school does not have the necessary equipment with which to view the broadcasts.
59% The scheduling was inconvenient.
22% Other (explain) _____

_____

2) Were you able to see the orientation tapes within the first 2 weeks of employment? 2

53% Yes
47% No (explain) _____

_____

3) Did your principal and/or assistant principal assist you in arranging to see the orientation tapes? 3

70% Yes
29% No, it was not necessary.
1% No, but I would have liked some assistance.

4) Overall, did the orientation tapes enhance your understanding of the Beginning Teacher Program? 4

79% Yes
21% No (explain) _____

_____

Auth: MIS; Exp. Date: Jan. 31, 1985

Please Do Not Write in This Space

5) Do the orientation tapes need to be improved?

37% Yes 63% No 5

If you answered "yes", how? _____

_____

6) There are 4 training tapes that focus on the 23 generic competencies. Please indicate which ones you have seen.

	YES	NO	
Preparation & Planning	71%	29%	6
Techniques of Instruction	67%	33%	7
Classroom Management and Teacher/Student Relationships	60%	40%	8
Assessment Techniques	52%	48%	9

7) Did you find the information given in the 4 training tapes useful to you and your classroom situation? 10

84% Yes
16% No (explain) _____

_____

8) In each of the 4 training tapes there was an emphasis on possible resources that the beginning teacher could use. Do you think the training tapes did a good job of presenting the variety of resources available to you? 11

86% Yes
14% No (explain) _____

_____

9) Do the training tapes need to be improved? 12

32% Yes 68% No

If you answered "yes", how? _____

_____

10) Were you informed of the area workshop that dealt with the Beginning Teacher Program? 13

75% Yes 25% No

11) Have you attended an area workshop on the Beginning Teacher Program? 14

42% Yes 58% No

Auth: MIS; Exp. Date: Jan. 31, 1985

Please Do Not Write in This Space

12) In general, how could the training for the BTP be improved? 15

_____

_____

13) Below is a list of things you should know about the Beginning Teacher Program. We are interested in finding out if you think you have a satisfactory understanding of these items. Check only the items you still are confused about or do not understand.

a)	The definition of Beginning Teacher	94% 16
b)	The legislative mandate for the Beginning Teacher Program	86% 17
c)	The role of the Peer Teacher	93% 18
d)	The role of the Building Level Administrator (principal)	93% 19
e)	The role of the other professional educator (assistant principal, in most cases)	93% 20
f)	Portfolio - its use and contents	79% 21
g)	Professional Development Plan	78% 22
h)	The evaluation process and TADS	90% 23
i)	The appeal process available to those BTs who do not successfully complete the program	82% 24
j)	Requirements for completing the Beginning Teacher Program	90% 25
k)	The 23 generic competencies	89% 26
l)	Appropriate contact people for problems and/or information	80% 27

14) Were you nervous about starting this year as a beginning teacher? 28

17% Yes, a lot
50% Yes, a little
33% No, not at all

15) If you answered "yes" to the above question, do you think that your BTP orientation helped to lessen that anxiety? 29

60% Yes 40% No

16) Overall, did the series of orientation and training tapes meet your need to understand the BTP and expectations of you? 30

76% Yes 24% No

17) Additional comments:

_____

_____

APPENDIX I

PEER TEACHER QUESTIONNAIRE

Please Do Not Write in This Space

Dade County Public Schools
Office of Educational Accountability
Orientation Evaluation Survey

Peer Teachers Form
(N=155)

Please provide the information that is requested below and return the completed form by Friday, December 21, 1984. This information is required as part of the annual evaluation of the Beginning Teacher Program. PLEASE RETURN COMPLETED FORM TO:

Martin Goldinher
Mail Code: 9999
Room 500

1) Is this your first year as a Peer Teacher? 1

72% Yes 28% No

2) How many BTP orientation tapes did you view? 2

28% 0 11% 1 12% 2 43% 3 6% Can't recall

If you did not view all 3 orientation tapes, check the primary reason why:

9% I didn't know they were available.
4% My school does not have the necessary equipment with which to view the broadcasts.
56% The scheduling was inconvenient.
31% Other (explain) _____

_____

3) Were you able to see the orientation tapes within the first 2 weeks after you were assigned a beginning teacher? 3

46% Yes
54% No (explain) _____

_____

4) Did your principal and/or assistant principal assist you in arranging to see the orientation tapes? 4

59% Yes.
40% No, it was not necessary.
1% No, but I would have liked some assistance.

5) Overall, did the orientation tapes enhance your understanding of the Beginning Teacher Program? 5

72% Yes
28% No (explain) _____

_____

Auth: MIS; Exp. Date: Jan. 31, 1985

Please Do Not Write in This Space

6) Do the orientation tapes need to be improved? 6

34% Yes
66% No

If you answered "yes", how? _____

_____

7) There are 4 training tapes that focus on the 23 generic competencies. Please indicate which ones you have seen.

	YES	NO	
Preparation & Planning	70%	30%	7
Techniques of Instruction	77%	23%	8
Classroom Management and Teacher/Student Relationships	62%	38%	9
Assessment Techniques	49%	51%	10

8) Did you find the training tapes easy to understand? 11

92% Yes
8% No (explain) _____

_____

9) Do the training tapes need to be improved? 12

37% Yes
63% No

If you answered "yes", how? _____

_____

10) Were you informed of the area workshops that dealt with the Beginning Teacher Program this year? 13

68% Yes 32% No

11) Have you attended an area workshop on the Beginning Teacher Program? 14

38% Yes
61% No
1% Not applicable

Please Do Not Write in This Space

12) Below is a list of things you should know about the Beginning Teacher Program. We are interested in finding out if you think you have a satisfactory understanding of these items. Check only the items you still are confused about or do not understand.

a)	The definition of Beginning Teacher	94%	15
b)	The legislative mandate for the Beginning Teacher Program	90%	16
c)	The role of the Peer Teacher	90%	17
d)	The role of the Building Level Administrator (principal)	89%	18
e)	The role of the other professional educator	89%	19
f)	Portfolio - its use and contents	74%	20
g)	Professional Development Plan	89%	21
h)	The evaluation process and TADS	92%	22
i)	Requirements for completing the Beginning Teacher Program	90%	23
j)	The 23 generic competencies	90%	24
k)	Appropriate contact people for resolving problems and/or information	87%	25

13) Additional comments:

_____

_____

_____

_____

OEA: 10/10/84
SURVEY:sh BTP/Peer Tchr

Auth: MIS; Exp. Date: Jan. 31, 1985

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.